

Person-Organization Fit and Psychological Safety on Affective Commitment through Meaningful Work among University Lecturers

Person-Organization
Fit and Psychological
Safety

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ABSTRACT

Affective commitment is crucial for sustaining lecturers' engagement and institutional loyalty in higher education. This study examines how person-organization fit and psychological safety shape affective commitment among university lecturers, with meaningful work proposed as a mediating mechanism. Using a quantitative approach, survey data from 74 lecturers at a private university in Indonesia were analyzed through Partial Least Squares Structural Equation Modeling. The results show that person-organization fit and psychological safety positively and significantly influence meaningful work and affective commitment. Meaningful work also has a significant positive effect on affective commitment. However, the indirect effect of person-organization fit on affective commitment through meaningful work was positive but statistically insignificant, while the indirect effect of psychological safety through meaningful work was also not significant, indicating that meaningful work did not mediate either relationship. These findings suggest that lecturers' affective commitment is shaped primarily through direct value alignment and supportive interpersonal climates rather than indirect meaning-making mechanisms. The study contributes to organizational behavior literature by clarifying the limited mediating role of meaningful work in academic settings and implies that universities should strengthen institutional value congruence and psychologically safe work environments to enhance lecturers' commitment.

Keywords: *Affective Commitment, Higher Education, Meaningful Work, Person-Organization Fit, Psychological Safety, University Lecturers.*

INTRODUCTION

In contemporary higher education, academic staff are increasingly expected to contribute not only to teaching activities but also to research productivity, community engagement, international collaboration, and the cultivation of institutional values. These multidimensional expectations position lecturers at the center of organizational development, particularly in private universities where institutional identity and culture are still evolving. In such contexts, the emotional bond between lecturers and their institution, commonly conceptualized as affective commitment, plays a crucial role in sustaining performance, collegial cooperation, and long-term institutional resilience (Meyer & Allen, 1991; Jaros, 2022; Tanjung, 2025). When lecturers experience strong affective commitment, they are more likely to remain with the institution, invest discretionary effort, and participate in collective academic advancement (Mercurio, 2015; Tahir et al., 2022; Rijal, 2024).

However, maintaining high levels of affective commitment is not solely a matter of individual motivation; it is shaped by the interaction between personal values and organizational conditions. Research in organizational behavior highlights the importance of Person-Organization Fit (P-O Fit), defined as the perceived alignment between an

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individual's values and those embedded within the organization (Verquer, 2003; Kristof-Brown et al., 2005). When lecturers perceive congruence between their professional calling and the institution's mission, they tend to interpret their academic work as meaningful and emotionally fulfilling (Cable & DeRue, 2002). Conversely, misalignment may lead to disengagement, withdrawal, and reduced commitment (Demir et al., 2025; Yi & Zhang, 2025).

Beyond value alignment, affective commitment is also influenced by the psychological climate in which academic work occurs. Psychological safety, defined as the shared belief that the work environment is safe for interpersonal risk-taking, enables lecturers to express ideas, engage in scholarly debate, and innovate in teaching without fear of negative judgment (Edmondson & Lei, 2014; Lysova et al., 2019). In university contexts that encourage open dialogue and experimentation, lecturers are more likely to experience a sense of academic autonomy and professional respect, thereby strengthening their emotional attachment to the institution (Koopmann et al., 2023).

Recent studies by Steger et al. (2019) and Allan (2022) suggest that both P–O Fit and psychological safety shape subjective experiences of meaningful work, which refers to the perception that one's work is purposeful, significant, and aligned with personal identity. Meaningful work is central in academic professions, where lecturers often view teaching and research not merely as technical duties but as moral and intellectual commitments to societal development. Emerging evidence indicates that meaningful work serves as a psychological pathway explaining how organizational conditions translate into affective commitment (Lips-Wiersma & Morris, 2022; Lee & Kim, 2023). When lecturers perceive that their work contributes to a broader purpose and resonates with deeply held values, they are more willing to form strong emotional bonds with their institution.

Shared moral and educational values, communal identity, and professional dedication to student development often shape academic work in Southeast Asia. In Catholic-affiliated institutions, these commitments are frequently linked to a sense of personal vocation, making meaning-making processes particularly salient in lecturers' development of affective bonds with the university. This cultural and institutional background provides a meaningful context for examining how value alignment and interpersonal climate shape commitment in academic work (Importante & Roberto, 2020).

The aim of this study is to examine how person–organization fit and psychological safety influence affective commitment among university lecturers, and to explore the mediating role of meaningful work in these relationships. This study contributes to the literature on organizational commitment by clarifying the psychological pathways that underpin affective commitment in higher education: first, a value-based identity pathway rooted in alignment between personal and institutional values, and second, a relational pathway grounded in supportive interpersonal climate and psychological safety. These findings provide practical insights for higher education leadership, enhancing lecturers' emotional attachment through value development, supportive work environments, and the cultivation of meaningful academic work.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Effect on Meaningful Work

The findings indicate that person–organization fit exerts a positive influence on meaningful work. When lecturers perceive a strong alignment between their personal values and those upheld by the institution, they are more likely to interpret their roles as purposeful and significant. This supports the view that value congruence enhances identity coherence, enabling individuals to experience their work as an extension of the self (Cable & DeRue, 2002; Kristof-Brown et al., 2005). In academic contexts, where professional identity is closely intertwined with intellectual contribution and institutional mission, such alignment becomes a critical foundation for the development of meaningful work (Joo et al., 2023; Abuzaid et al., 2024).

Furthermore, psychological safety is found to positively contribute to meaningful work. A work environment characterized by trust, openness, and mutual respect allows lecturers to express ideas, take intellectual risks, and engage more deeply with their professional roles. These conditions facilitate reflective engagement, thereby strengthening the perception of work significance (Edmondson & Lei, 2014; Newman et al., 2020). This finding reinforces prior research suggesting that meaningful work is not solely derived from value alignment but also from supportive relational contexts that foster autonomy and authentic participation (Rosso et al., 2010; Lips-Wiersma & Morris, 2022; Lee & Kim, 2023).

H1: Person-organization fit has a positive effect on meaningful work.

H2: Psychological safety has a positive effect on meaningful work.

The Effect on Affective Commitment

The results further demonstrate that person–organization fit has a positive effect on affective commitment. Lecturers who perceive congruence between their personal values and those of the institution are more likely to develop a strong sense of belonging and emotional attachment. This finding is consistent with existing literature indicating that value alignment strengthens organizational identification and commitment (Kristof-Brown et al., 2005; Caligiuri et al., 2020; Ramadhan & Fajarwati, 2024). In academic settings, such alignment encourages sustained engagement in institutional activities and long-term scholarly contributions (Weng et al., 2025).

Psychological safety also plays a significant role in strengthening affective commitment. When lecturers feel respected and supported in their interpersonal interactions, they are more likely to form positive emotional bonds with the institution (Edmondson, 1999; Frazier et al., 2017). In addition, meaningful work contributes positively to affective commitment, as individuals who perceive their work as purposeful and aligned with their identity tend to experience deeper emotional attachment (Steger et al., 2012; Allan, 2022). These findings highlight that both contextual conditions and subjective work experiences jointly shape the development of affective commitment.

H3: Person-organization fit has a positive effect on affective commitment.

H4: Psychological safety has a positive effect on affective commitment.

H5: Meaningful work has a positive effect on affective commitment.

The Effect of Meaningful Work as a Mediator

Meaningful work has been identified as an important psychological mechanism that links organizational factors to affective outcomes among employees. Person–organization fit can strengthen affective commitment not only directly but also indirectly through the development of meaningful work experiences. When employees perceive alignment between their personal values and organizational values, they are more likely to experience a stronger sense of purpose and significance in their work, which subsequently enhances emotional attachment to the organization. Steger et al. (2019) emphasize that meaningful work serves as a key psychological process connecting organizational context and affective outcomes. Within academic environments, alignment between institutional values and lecturers' personal beliefs may further enhance both perceived meaning and affective commitment toward the institution (Işık, 2025; Tarek et al., 2025).

In addition, psychological safety has been widely associated with positive interpersonal and affective outcomes in organizations. Supportive climates characterized by trust, openness, and freedom to express ideas may encourage stronger emotional attachment among employees. Naylor and Mifsud (2021) and Kim and Bae (2023) found that psychological safety can foster affective commitment through relational mechanisms rooted in supportive interpersonal interactions. In academic settings, psychologically safe environments may also contribute to lecturers' sense of engagement and professional significance, which can potentially strengthen perceptions of meaningful work.

Accordingly, meaningful work is considered a potential mediating mechanism through which both person–organization fit and psychological safety may influence affective commitment.

H6: Meaningful work mediates the effect of person-organization fit on affective commitment.

H7: Meaningful work mediates the effect of psychological safety fit on affective commitment.

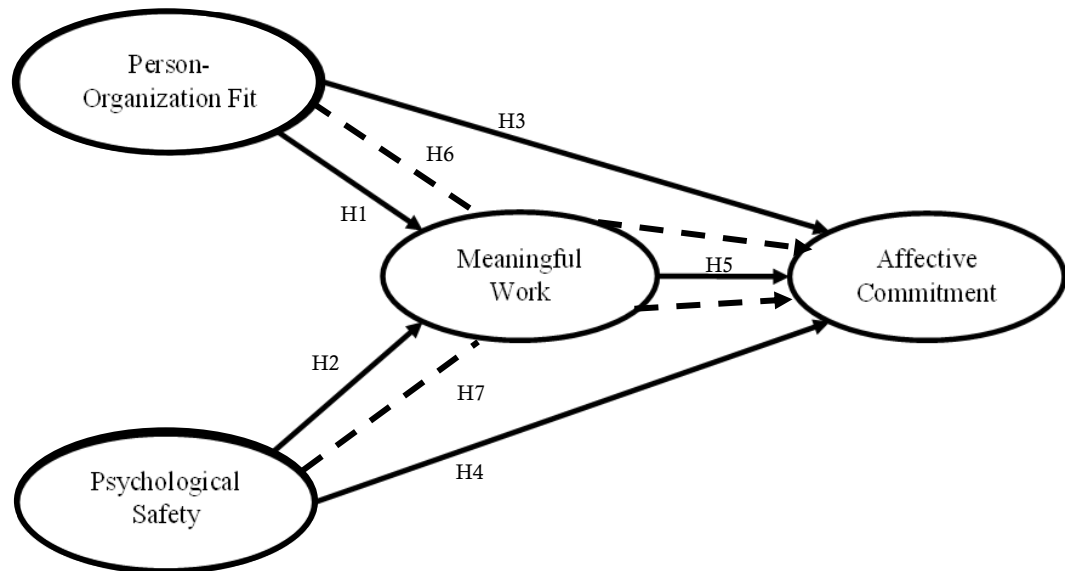


Figure 1. Conceptual Framework

Figure 1 illustrates a model of relationships among variables in the context of work behavior. Person–organization fit and psychological safety function as antecedent variables that influence meaningful work and directly affect affective commitment. In addition, meaningful work acts as a mediating variable that links the effects of both antecedents on affective commitment. Solid arrows (H1–H5) represent direct effects, while dashed arrows (H6–H7) indicate indirect or mediating effects. In summary, higher levels of person–organization fit and psychological safety are associated with greater meaningful work, which in turn enhances affective commitment.

RESEARCH METHODS

This study employed a quantitative explanatory research design to examine the structural relationships among person–organization fit, psychological safety, meaningful work, and affective commitment among university lecturers. The model was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via WarpPLS 8.0, which is suitable for complex mediation models, smaller sample sizes, and data distributions that may deviate from multivariate normality (Henseler et al., 2015). A quantitative approach was employed because the study aims to objectively measure and test the relationships among variables using numerical data and statistical analysis.

The target population consisted of 107 permanent lecturers at a mid-sized Catholic-affiliated private university. A census sampling approach was employed, in which all permanent lecturers were invited to participate. Data were collected through a self-administered questionnaire distributed via institutional channels. Participation was voluntary, and informed consent was obtained from all respondents. A total of 74 complete responses were received, yielding a response rate of approximately 69%. Prior to analysis, data were screened for completeness and response quality, and all retained cases met acceptable criteria. The final sample size is adequate for PLS-SEM, exceeding the threshold recommended by the “ten-times rule” relative to the maximum number of

structural paths targeting the endogenous construct. Accordingly, the model estimation in WarpPLS 8.0 is considered robust for structural interpretation.

The study adhered to ethical standards for research involving human participants. Respondents were informed of the research objectives, assured of anonymity and confidentiality, and notified that no personal identifiers would be collected. Consent was implied through voluntary participation. No compensation was provided, and participants retained the right to withdraw at any stage without consequence.

All constructs were measured using validated and widely adopted scales, with items adapted to the academic context of Indonesian higher education and presented in a linguistically clear Indonesian format. Responses were recorded using a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Person–organization fit was measured using four items adapted from Cable and DeRue (2002), assessing perceived congruence between lecturers’ personal values and the university’s cultural and institutional values. Psychological safety was measured using five items adapted from Edmondson (1999), capturing the extent to which lecturers feel safe expressing opinions, taking interpersonal risks, and participating in spontaneous academic dialogue. Meaningful work was assessed with the Work and Meaning Inventory (WAMI) developed by Steger et al. (2012), consisting of ten items evaluating the perceived significance, purpose, and identity-orientation of one’s work. Affective commitment was measured using six items adapted from Meyer and Allen’s (1991) affective commitment scale, representing emotional attachment, identification, and sense of belonging to the university.

Prior to modeling, data were screened for missing values, outliers, and response patterns. Measurement validity and reliability were assessed through factor loadings, composite reliability, Cronbach’s alpha, and Average Variance Extracted (AVE). Discriminant validity was evaluated using the HTMT criterion. The structural model was evaluated through analysis of path coefficients, effect sizes (f^2), predictive relevance (Q^2), and model fit indices available in WarpPLS 8.0, including Average Path Coefficient (APC), Average R-squared (ARS), and Average Variance Inflation Factor (AVIF).

RESULTS

Before proceeding to further analysis, construct reliability and validity were assessed to ensure the consistency and accuracy of the measurement instruments. The evaluation was based on composite reliability, Cronbach’s alpha, and average variance extracted. The results are presented in Table 1.

Table 1. Construct Reliability and Validity

Construct	Composite Reliability	Cronbach’s Alpha (α)	Average Variance Extracted	Interpretation
Person–Organization Fit	0.890	0.835	0.669	Reliable and valid
Psychological Safety	0.866	0.803	0.568	Reliable and valid
Meaningful Work	0.953	0.944	0.672	Highly reliable and valid
Affective Commitment	0.935	0.917	0.708	Highly reliable and valid

Table 1 presents the results of construct reliability and validity assessments for all variables included in the study. Composite Reliability (CR) values range from 0.866 to 0.953, exceeding the recommended threshold of 0.70, which indicates that all constructs exhibit satisfactory internal consistency. Cronbach’s alpha (α) values, ranging from 0.803 to 0.944, further confirm the reliability of the measurement instruments.

The Average Variance Extracted (AVE) values range from 0.568 to 0.708, surpassing the minimum recommended value of 0.50, indicating adequate convergent validity for all constructs. Notably, meaningful work and affective commitment exhibit particularly high CR, α , and AVE values, reflecting that these constructs are highly reliable and valid within the measurement model. The findings demonstrate that the instruments employed

provide consistent and valid measurement of person–organization fit, psychological safety, meaningful work, and affective commitment.

Most item loadings exceeded the recommended threshold of 0.70, particularly for meaningful work and affective commitment. A few indicators under psychological safety (PS4) and meaningful work (MW9) showed moderate loadings. However, these values remain acceptable because the constructs demonstrate strong composite reliability and AVE, and the retained items represent theoretically important facets of each construct. In reflective measurement models, indicators can be retained when construct-level reliability is adequate, and the indicators capture conceptually meaningful variance (Hair et al., 2019; Sarstedt et al., 2022).

Prior to assessing structural relationships, the quality of the measurement model was evaluated. Indicator loadings for each construct were carefully reviewed to ensure that the reflective measurement items contributed sufficiently to their respective latent variables. Table 2 summarizes the loading ranges across all constructs based on the pattern loadings extracted from WarpPLS.

Table 2. Indicator Loading Ranges for Each Construct

Construct	Loading Range	Interpretation
Person–Organization Fit	0.667 – 0.944	Loadings are acceptable, with most indicators above 0.70, indicating reliable item representation.
Psychological Safety	0.409 – 0.975	Loadings show variability; however, construct-level CR and AVE exceed recommended thresholds, and item retention is theoretically justified.
Meaningful Work	0.604 – 0.955	High loadings indicate strong convergent validity and measurement consistency.
Affective Commitment	0.788 – 0.881	Strong and stable loadings demonstrate excellent reliability and conceptual coherence.

Table 2 summarizes the range of indicator loadings for each construct in the measurement model. For person–organization fit, loadings range from 0.667 to 0.944, with most indicators exceeding the recommended threshold of 0.70, indicating that the items reliably represent the underlying construct. Psychological safety shows a wider range of loadings (0.409–0.975), reflecting variability among individual indicators; however, the construct demonstrates strong CR and adequate AVE, and the retention of all items is theoretically justified. Meaningful work exhibits high loadings ranging from 0.604 to 0.955, indicating strong convergent validity and measurement consistency, while affective commitment displays stable loadings between 0.788 and 0.881, confirming both reliability and conceptual coherence. The indicator loadings across all constructs support the adequacy of the measurement model and the appropriateness of retaining the items for subsequent structural analysis.

It is important to note that the decision to retain PS4 (loading = 0.409) is based on both methodological and theoretical considerations. Psychological safety is a socially contextual construct in which interpersonal comfort and voice behaviors vary considerably across individuals and work units, particularly in academic environments characterized by autonomy and diverse collegial norms. Despite the moderate loading, the psychological safety construct demonstrates strong CR and adequate AVE, and PS4 captures a theoretically central dimension of interpersonal trust that should not be excluded solely on statistical grounds (Hair et al., 2019; Newman et al., 2020; Sarstedt et al., 2022). Retaining PS4 thus preserves conceptual completeness while maintaining overall measurement adequacy. Having established the reliability and validity of the measurement model, the study proceeded to test the hypothesized structural relationships among the constructs.

Table 3. Model Fit Indices

Fit Index	Value	Recommended Threshold	Interpretation
Average Path Coefficient (APC)	0.310 (p = 0.001)	p < 0.05	Model relationships are significant
Average R-squared (ARS)	0.427 (p < 0.001)	p < 0.05	Satisfactory explained variance
Average Block VIF (AVIF)	1.438	≤ 5	No multicollinearity concern
Average Full Collinearity VIF (AFVIF)	1.668	≤ 5	No common method bias concern
Tenenhaus Goodness-of-Fit (GoF)	0.528	≥ 0.36 (large effect)	Strong overall model fit
Average Path Coefficient (APC)	0.310 (p = 0.001)	p < 0.05	Model relationships are significant

Table 3 presents the model fit indices for the structural equation model examined in this study. The Average Path Coefficient (APC) of 0.310 (p = 0.001) indicates that the hypothesized relationships among constructs are statistically significant. The Average R-Squared (ARS) of 0.427 (p < 0.001) indicates that the model explains a substantial proportion of variance in the endogenous construct, demonstrating adequate predictive power. Multicollinearity was assessed using the Average Block VIF (AVIF) and Average Full Collinearity VIF (AFVIF). The AVIF value of 1.438 and the AFVIF value of 1.668 are well below the recommended threshold of 5, indicating that multicollinearity among predictor variables is not a concern and that common method bias is unlikely.

The Tenenhaus Goodness-of-Fit (GoF) index of 0.528 exceeds the threshold of 0.36 for a large effect, indicating strong overall model fit and demonstrating that the proposed structural relationships provide a reliable representation of the data. In summary, all indices confirm that the model is statistically robust, adequately explains construct variance, and does not suffer from multicollinearity or common method bias, thereby supporting the validity of subsequent structural interpretations.

The structural model was evaluated by examining the significance and strength of the hypothesized relationships. The R² value for meaningful work was 0.38, indicating that person–organization fit and psychological safety together explained 38% of the variance in lecturers’ perception of the meaningfulness of their work. Meanwhile, the R² value for affective commitment was 0.47, suggesting that meaningful work, person–organization fit, and psychological safety collectively accounted for 47% of the variance in emotional attachment to the institution. The Q² values for both endogenous constructs (0.390 and 0.480) were greater than zero, confirming the model’s significant predictive relevance.

Table 4. Direct Effect

Path	β	p-value	Interpretation
Person-Organization Fit → Meaningful Work	0.441	<0.001	Significant, positive effect
Psychological Safety → Meaningful Work	0.260	0.009	Significant positive effect
Person-Organization Fit → Affective Commitment	0.251	0.011	Significant positive effect
Psychological Safety → Affective Commitment	0.334	0.001	Significant positive effect
Meaningful Work → Affective Commitment	0.262	0.008	Significant positive effect

Table 4 summarizes the structural model results, presenting the estimated path coefficients (β), corresponding p-values, and interpretations of the hypothesized relationships between constructs. The results indicate that person–organization fit has a strong positive effect on meaningful work ($\beta = 0.441$, p < 0.001), while psychological safety also exerts a significant positive effect on meaningful work, albeit to a lesser extent ($\beta = 0.260$, p = 0.009). These findings suggest that alignment between employees’ values and organizational values, as well as a psychologically safe work environment, significantly enhances employees’ perception of the meaningfulness of their work.

With respect to affective commitment, both person–organization fit ($\beta = 0.251$, p = 0.011) and psychological safety ($\beta = 0.334$, p = 0.001) exhibit significant positive

influences. Furthermore, meaningful work positively affects affective commitment ($\beta = 0.262, p = 0.008$). These results indicate that employees are more emotionally attached to the organization when they perceive their work as meaningful, feel secure in their workplace, and experience congruence with organizational values. Table 4 confirms that all hypothesized paths are statistically significant and consistent with theoretical expectations.

Table 5. Indirect Effect

Path	Indirect Effect (β)	p-value	Interpretation
Person–Organization Fit → Meaningful Work → Affective Commitment	0.115	0.075	Positive but not statistically significant; no mediating effect indicated.
Psychological Safety → Meaningful Work → Affective Commitment	0.068	0.200	Not significant; indirect effect not supported

Table 5 presents the results of the indirect effects analysis, examining the mediating role of meaningful work in the relationships between the antecedents (person–organization fit and psychological safety) and affective commitment. The table shows that the indirect effect of person–organization fit on affective commitment through meaningful work is positive ($\beta = 0.115$), but statistically insignificant ($p = 0.075$). This finding indicates that meaningful work does not mediate the relationship between person–organization fit and affective commitment. Although value congruence may contribute to employees' emotional attachment to the organization, the indirect pathway through the perception of work meaningfulness was not supported statistically.

In contrast, the indirect effect of psychological safety on affective commitment via meaningful work is not statistically significant ($\beta = 0.068, p = 0.200$). This implies that psychological safety primarily influences affective commitment directly, rather than through the meaning employees derive from their work. Table 5 indicates that while meaningful work serves as a partial mediator for person–organization fit, its mediating role for psychological safety is negligible, emphasizing the distinct pathways through which these constructs shape employees' organizational attachment.

DISCUSSION

The results of this study indicate that both person–organization fit and psychological safety play critical roles in shaping lecturers' affective commitment, yet the mechanisms through which these factors operate differ in meaningful ways. The direct effect analysis reveals that person–organization fit has a significant positive impact on meaningful work, suggesting that when lecturers perceive alignment between their personal values and those of the institution, they are more likely to experience their work as meaningful. This positive effect also extends directly to affective commitment, indicating that value congruence not only enhances the perceived meaningfulness of work but also directly strengthens lecturers' emotional attachment to their institutions. These findings align with the theoretical perspective proposed by Cable and DeRue (2002) and Steger et al. (2019), which suggests that value alignment enhances identity coherence in the workplace and stimulates deeper meaning-making processes.

Psychological safety similarly contributes positively to meaningful work, albeit to a lesser extent than person–organization fit, and exhibits a significant direct effect on affective commitment. This pattern suggests that a psychologically safe work environment where lecturers feel respected, free to express their ideas, and supported in interpersonal interactions fosters emotional attachment even without necessarily producing a strong perception of work meaningfulness. These findings are consistent with the perspective proposed by Edmondson and Lei (2014) and Newman et al. (2020), which suggests that relational experiences themselves can serve as a sufficient basis for commitment, particularly in contexts where collegiality and interpersonal support are salient.

The analysis of indirect effects further indicates that meaningful work does not mediate the relationship between person-organization fit and affective commitment. Although the indirect effect of person-organization fit through meaningful work is positive, the relationship is statistically insignificant, suggesting that the meaningfulness of work does not significantly explain how value congruence fosters emotional attachment to the organization (Oelberger, 2019; Gupta et al., 2024). Similarly, the indirect effect of psychological safety via meaningful work is also not statistically significant, confirming that its influence on affective commitment occurs primarily through a direct route rather than through meaning-making processes (Shafaei & Nejati, 2024; Irfan & Rojak, 2025). These findings highlight that meaningful work does not serve as a significant mediating mechanism in explaining lecturers' affective commitment.

The results suggest that lecturers develop commitment through two separate psychological pathways. The first is a value-oriented pathway, where alignment between personal and institutional values promotes perceptions of meaningful work, which in turn reinforces emotional attachment, while the second is a relational-climate pathway, where psychological safety in daily interactions generates commitment directly without the need for meaning-making as an intermediary (Sumi & Fatema, 2023). Haugevik and Svendsen (2023) stated that this differentiation extends existing theory by demonstrating that commitment in academic work is not solely grounded in meaning and identity but can also emerge from relational security and trust.

These findings offer an important theoretical contribution by illustrating that work meaningfulness is a powerful but not universal pathway to commitment. Organizational culture and interpersonal climate can each foster emotional attachment, albeit through distinct psychological mechanisms. In smaller private universities, where social interactions are dense and identity formation is collective, psychological safety may serve as an “emotional anchor” capable of sustaining commitment even in the absence of explicitly perceived work meaningfulness (Pujol et al., 2025; Drake, 2025). Thus, this study clarifies the distinct roles of value alignment and relational climate in shaping lecturers' commitment, while also addressing inconsistencies in prior research concerning the relative influence of meaning-making versus relational experiences in academic work settings.

CONCLUSION

This study demonstrates that person–organization fit and psychological safety are key determinants of lecturers' affective commitment, operating through distinct psychological pathways. Person–organization fit enhances affective commitment primarily through a direct relationship, while the indirect effect through meaningful work was found to be statistically insignificant. This indicates that alignment between personal and institutional values contributes to emotional attachment to the organization, although the mediating role of meaningful work was not supported. Similarly, psychological safety influences affective commitment mainly through direct relational mechanisms rather than through meaningful work, suggesting that supportive interpersonal interactions and a safe organizational climate can sustain emotional attachment without necessarily enhancing the perceived meaningfulness of work. These findings indicate that affective commitment in academic settings can emerge from both identity-based and relational processes, with each pathway offering a unique contribution to lecturers' emotional attachment.

The practical implications of these results suggest that higher education institutions should simultaneously focus on promoting value alignment and cultivating psychologically safe working environments. Strategies may include involving lecturers authentically in academic decision-making, fostering collegial dialogue, and encouraging professional autonomy and collaboration. Limitations of this study include its focus on a single institution and the use of a cross-sectional design, which may constrain generalizability and causal interpretation. Future research could employ longitudinal designs, explore additional mediators or moderators such as professional identity or relational orientation, and examine diverse academic contexts to better understand how

value congruence and relational climates interact to shape commitment. Such investigations could clarify when and for whom meaningful work becomes a central pathway to affective commitment and provide deeper insight into the differentiated processes underlying lecturers' attachment to their institutions.

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